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PARENT TEACHER ORGANISATIONS
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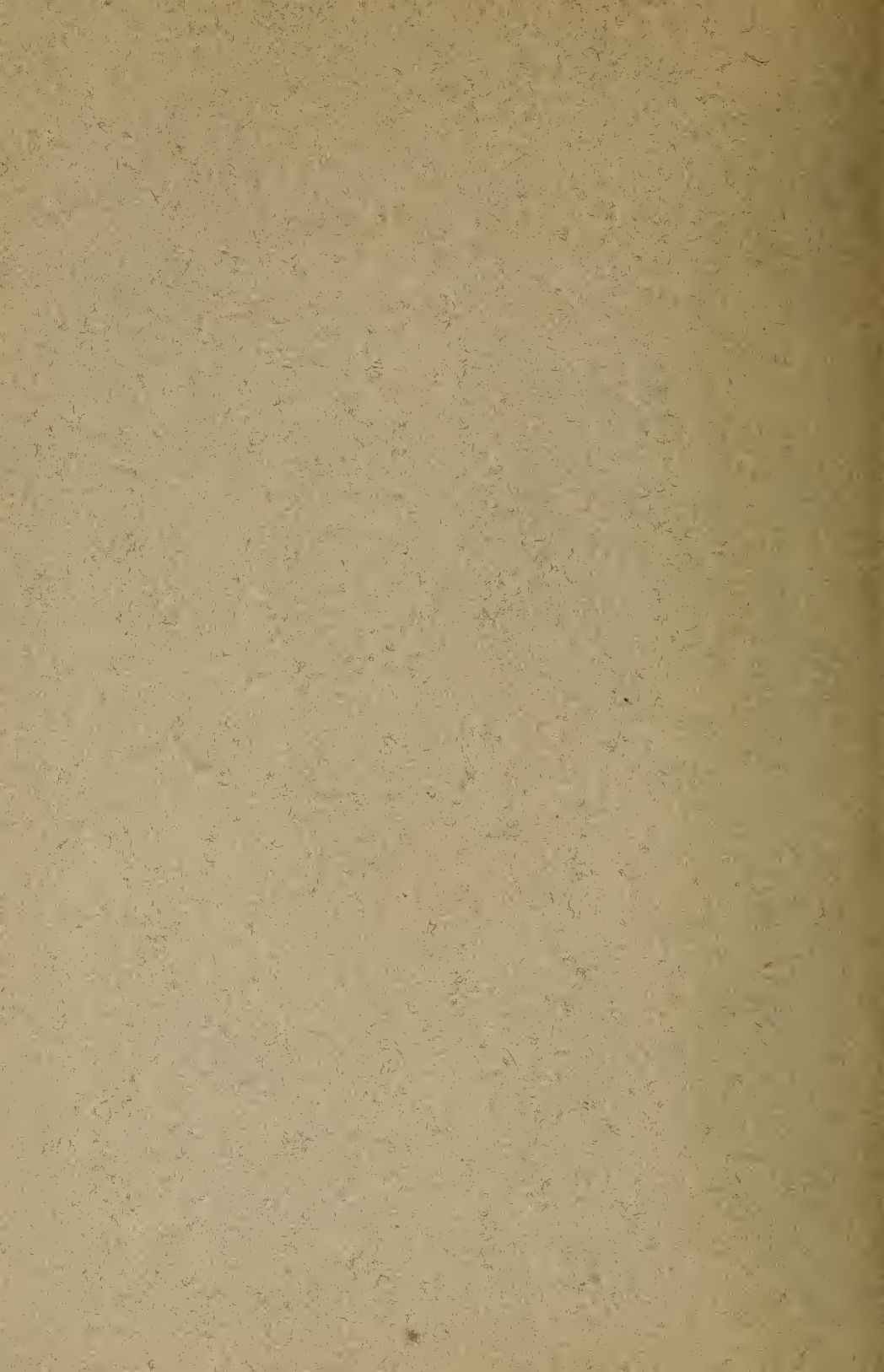
Parent-Teacher Associations

In the Rural and Village Schools
of Oregon



Issued by
J. A. CHURCHILL
Superintendent of Public Instruction

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Oregon. Office of superintendent of public instruction

PARENT-TEACHER ASSOCIATIONS

IN THE

RURAL AND VILLAGE SCHOOLS OF OREGON

Issued by

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Superintendent of Public Instruction



SALEM, OREGON :
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**DEPARTMENT OF EDUCATION
STATE OF OREGON**

J. A. CHURCHILL,
Superintendent of Public Instruction.

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Assistant State Superintendent.

FRANK K. WELLES,
Assistant State Superintendent.

Field Workers Industrial Fairs,
N. C. MARIS,
L. P. HARRINGTON.

**U. of D.
JAN 18 1916**

6-8-2, 11-1-18
To the Teachers of Oregon:

For the purpose of uniting more closely the home and the school we have encouraged everywhere throughout the State the organization of the Parent-Teacher Association. In this work we have had the loyal cooperation of the Oregon Congress of Mothers and Parent-Teacher Associations.

With the hope that this pamphlet will be of assistance in bringing into a closer relationship the schools and the homes of Oregon, the teachers are asked to study it carefully with the view of organizing the Parent-Teacher Association in the rural and village schools of the State.

Very truly yours,

J. A. CHURCHILL,

Superintendent of Public Instruction.

11-1-18

PLAN FOR ORGANIZATION

At some convenient time the teacher should call a meeting of all the people of the school district. A brief program of music, or some exercises by the children, helps to draw the parents out. Let some one call the meeting to order, and nominate a temporary chairman, have a secretary voted on in the same way to take a record of the proceedings. The object of the meeting should be stated, discussion held, and a motion made to the effect that, "It is the pleasure of this meeting that a Parent-Teacher Association shall be formed." When this is adopted, a committee should be appointed to prepare a constitution and by-laws, to report at a later meeting. If it is desired to effect a permanent organization at the one meeting, a recess may be taken, to allow of the committee's preparing its report. On calling to order again, the same officers serve as before. The secretary reads the minutes of the previous meeting, they are approved; next the committee on constitution reports. This is followed by a motion to adopt the constitution as read. It is read, article by article. Any article may be amended by vote, and then the amended constitution is read and adopted by vote. In a similar manner the by-laws are adopted. Permanent officers are then elected according to the constitution, and as each is elected she takes the place of the temporary one. When all are elected, the organization is complete.

CONSTITUTION

(Suggested by Oregon Congress of Mothers and Parent-Teacher Associations.)

Article I—Name.

The name of this organization shall be the Parent-Teacher Association of the ——— School, and it shall be affiliated with the State and National Congress of Mothers.

Article II—Object.

The object of this Association shall be to foster a closer sympathy and cooperation between the home and the school, to increase the efficiency of both, and to further in every way the interests of the Oregon Public Schools in general, and the ——— School in particular.

Article III—Membership.

Membership shall be open to teachers and patrons of the ——— School, or any adult of the community, upon payment of dues as hereinafter provided.

Article IV—Officers.

The officers of this Association shall be a President, Vice-President, Secretary and Treasurer, who shall perform the duties usually required of such officers in similar societies. These officers, together with the principal of the school and the chairmen of standing committees shall constitute the Executive Board of the Association.

Article V—Election of Officers.

These officers shall be nominated by committee or from the floor, elected in May and installed in June.

Article VI—Dues.

Members shall pay ——— cents annually as dues, ten cents per capita to be paid to the Treasurer of the Oregon Congress of Mothers and Parent-Teacher Associations for State and National dues.

Article VII—Quorum.

——— members shall constitute a quorum for the transaction of business.

Article VIII—Committees.

Committees shall be appointed by the President, with the approval of the Executive Board, as occasion shall require.

Article IX—Time and Place of Meeting.

Meetings shall be held monthly at a convenient time, and shall be held preferably in the school building.

Article X—Amendments.

This Constitution may be amended by a two-thirds vote of the members present at any regular meeting, provided the proposed amendment shall have been submitted in writing at the previous meeting.

NOTE—This Constitution is only suggestive, to be modified according to the needs of each circle.

Under Article VIII the following committees are suggested:

Program Committee.

Membership Committee.

Kindergarten Committee (of school girls to care for children during meeting).

Portland, Oregon, October 25, 1915.

To Parent-Teacher Associations:

All Parent-Teacher Associations, Mothers' Circles or Child Study Circles are admitted as members of the Oregon Congress of Mothers and Parent-Teacher Associations on payment of ten cents per capita per year. The organization applying for membership should send a duplicate list of the names of officers and members to the Oregon Congress of Mothers, Room 551 Court House, Portland, Oregon. By joining this organization, your circle becomes a part of a great state-wide campaign in behalf of better schools, better homes and better children. You send your delegates to the annual convention which in turn elects delegates to the convention of the national body. Thus your little parent-teacher circle is a part of this great nation-wide activity. Any parent or teacher is invited to write to the Oregon Congress of Mothers at Portland and receive samples of literature for programs or individual reading free. The ten cents per capita is only to defray the expenses of mailing literature, etc. We pay no salaries, our members are all volunteer workers made up by representation from the parent-teacher circles already affiliated with us. We have always had the earnest cooperation of the educators throughout the State in this work and feel that if you add your strength to our organization, the work will be extended with greater rapidity.

MRS. GEO. W. McMATH,
President Oregon Congress of Mothers and
Parent-Teacher Associations.

Outlines for Meetings

For Rural Parent-Teacher Associations, Prepared by M. L. Pittman,
Head of Department of Rural Schools, Oregon Normal School.

There is no inspiration like definite information—"Know the truth and the truth will make you free." You should, therefore, study the general problems of rural schools as its basis for your work.

For general information upon the rural school problems you should have "Rural Life and Education," by Cubberly, \$1.50; "Better Rural Schools," by Hall and Betts, \$1.25, and "The Brown Mouse," by Herbert Quick, \$1.25. For particular problems on rural schools there is no book perhaps better than "Among Country Schools," by Kern, \$1.25. These books may be borrowed from the State Library, though they should be owned in the district if possible.

Some suitable programs suggested:

I

A Review of the Book "Rural Life and Education."

(The leader of the meeting should have the book at least two weeks in advance of the meeting. Select a number of people to make good, clear, *brief, oral*, reports on the following subjects:)

1. What are the changes taking place in the nature of the rural life?
2. What is the effect of those changes upon the rural school?
3. What are the rural life needs?
4. What is wrong with the rural school organization?
5. How can it be corrected?
6. What are the advantages and disadvantages of the county unit?
7. Is consolidation of rural schools in the country practical?
8. Is consolidation for high school work practical?
9. How would these affect our own school?
10. Is it fair to the child for the teacher to *try* to teach more than *five* grades?
11. General discussion.

II

Is Our Schoolhouse Properly Lighted?

1. What is proper lighting? Direction of the compass, toward the child, ratio of light to floor space, requirement for a standard school?
2. What are the neatest, best, cheapest, and most practical curtains and shades for a rural school?
3. What should be the color of the walls and ceiling of the schoolroom?

III

Is Our House Properly Heated?

1. What are the various heating systems used in the country schools?
2. Name some of the modern heating systems, and give the advantages of each.

3. If a stove is to be used, what is the shape, size, and cost of the most practical kinds?

4. Where should the stove be located to facilitate ventilation and the most equable heat?

5. Why should the stove always be jacketed and how should the jacket be arranged to give the best effect? (Kern's "Among Country Schools.")

IV

Pictures for the Schoolroom.

1. How many pictures should we have for a room that it may be in taste?

2. What pictures would be appropriate for a room in which there are all grades?

3. Where may good pictures be had? At what cost?

4. How should pictures be framed and where hung?

5. Who should select the pictures that the best results may be had?

6. How often should their positions be changed in the school room? Why?

V

Shall We Have Play Apparatus? ("A Practical Recreation Manual for Schools," Department of Education, Salem.)

1. What apparatus is practical on the grounds? In the basement?

2. How much shall we have and what?

3. What can we make? (Write to Fresno Normal School, Fresno, California, for a bulletin on "Play Apparatus.")

4. What will it cost us?

VI

Shall We Make Our School Standard?

1. What is the meaning of a standard school?

2. What points do we lack?

3. What will it cost to standardize? In money? In work?

4. Who will help?

VII

What Do We Know About Buildings on the School Ground? (Kern's "Among Country Schools.")

1. Where should barns be located and how constructed? Wood houses? Toilets? (Toilets, Druslar, p. 118-131.)

2. How may children be encouraged to keep toilets clean? (There should be a distinct difference between the construction of the toilets for girls and boys if the boys are to keep theirs clean.)

3. What toilets are sanitary and practical for rural schools? (Write for bulletin, State Board of Health, Frankfort, Ky., on "The Sanitary Privy.")

VIII

How Can We Make Our School Grounds Beautiful?

1. How can we get the grounds cleaned?
2. How can we get them put in the right form?
3. Where should walks be located and of what made?
4. What trees should we have and how and where should they be located? In straight lines or in groups?
5. At what part of the school grounds should the schoolhouse and other buildings be located to give the most attractive grounds and the best general effect for play ground supervision?
6. What vines are best suited for ornamental purposes on the buildings?
7. What flowers are best for a rural school? Where should they be planted?

(Kern's "Country School" should be in hand for the preparation of this program.)

IX

**"Water for Washing and Water for Drinking,
There's Nothing Like Water, Fresh Water, I'm Thinking."**

1. Where do we and where should we get our water?
2. What are the advantages of the various kinds of pumps? The disadvantages of each?
3. Explain the different kinds of portable drinking fountains? What do they cost?
4. When are bubbling fountains practical in a country school? Many Oregon schools have them, can we?
5. What provision have we made and should we make for clean hands in our school?

X

A "Daddy" and a Doctor Day.

1. What are adenoids and how are they cured?
2. What are the signs of weak eyes? What will it cost to correct the trouble? What will it cost to neglect it?
3. What are the contagious diseases? How are they known? What precautions should be taken against them?
4. How can industrial work be made most practical? Shall it become a part of the required work just as reading and mathematics are?
5. How can we get and keep efficient teachers?
6. Can we consolidate our schools and get better results? ("Education and Rural Life," Cubberly.)
7. How would the county unit affect these two questions?
8. How may we be saved from the special agent?

NOTE—The above are but a few subjects that are suitable for the average country school. You may think of others that for you are better. If this assists you in selecting your own subjects it will have served its purpose.

IS YOUR TEACHER HAPPY?

Some things you can do to make her happy, healthy, and efficient:

1. Have a committee meet her on her arrival in the district or at the railroad station.
2. See that she has the best place possible at which to live while in the district.
3. Give a reception for her and see that she meets *all* patrons of the school.
4. Invite her to your home at least once during the year.
5. Do not expect the teacher to prepare all of the programs for the meetings of the association. Her work is heavy enough now.
6. When her control seems not to be good, remember that she has many to direct, you have only a few. Her problems are in proportion.
7. When you have a complaint, go to the teacher in the right spirit and discuss it. She may be able to correct the trouble. You may misunderstand the situation. Do not talk to others to the detriment of the school and the teacher.
8. Show your appreciation of the work of the teacher in some definite way at the close of the year. Send her away for the summer happy and thinking you are the best people in the world.

Suggestive Topics

For Discussion by Parent-Teacher Associations

A List Compiled by the Program Committee of the Portland Council
Oregon Congress of Mothers and Parent-Teacher Associations.

THE HOME

The Family.

Its history and importance to society. The home as an educational institution.

The Physical Aspects of the Home.

Sanitation, simplicity. Advantage of owning home.

Home Decoration.

Handicrafts. Things children can make for the home. Shortcuts and conveniences.

The Junior Exhibition.

Display of the results of children's home activity.

The Children's Room.

Its uses, furnishings and decoration.

The Child in the Home Garden.

(Contests and exhibits may be arranged.)

Food for the Family.

Wise economy in purchase and preparation. Evils of tea and coffee for children. (Recipes may be exchanged.)

The Advantage of a Hot Lunch at Home.

The lunch basket and its contents.

Home Economics.

The budget plan of household expenditure. Children's service in the home. The child's share of the family income.

What is Economy?

How may we distinguish necessities from luxuries? How can community cooperation aid in establishing a proper standard of values?

Parental Responsibility for Juvenile Delinquency.

Should the father be punished rather than the child?

The Father as Friend, Companion and Adviser of His Children.

The Ideal Mother, as Portrayed in Literature and Art.

(An opportunity to accent the glory of motherhood.)

The Overworked and Ignorant Mother.

How can she be reached and helped?

The Economic Position of the Mother in the Home.

If her service has economic value, how shall it be recognized and rewarded?

The Child in the Home.

How it can be taught:

Obedience,
Courtesy,
Self control,
Reverence,
Truthfulness,

Thrift,
Respect for law,
Self sacrifice,
Patriotism,
Purity.

(Each of these is a topic in itself.)

The Child and its Reading.

Effect of reading upon thought and character. Use local public library or State Library.

How to Develop the Child's Appreciation of Beauty in Art.

(Secure cooperation of art museum or school beautifying committee.)

The Child Outdoors.

Nature study. Training the child to be awake and observant.

Children's Pets.

Their educational value. (Exhibits of pets and their housing may be arranged.)

How to Use the Vacation Period to the Best Advantage.

Is "all play" any better than "all work?"

Christmas as an Educational Opportunity.

Development of thrift and good judgment in purchases. Home activities, and unselfishness.

The Educational Value of Habit.

The psychology of habit. Habit as a restraining and conservative influence. How habit may be made a servant instead of a master.

The Purpose and Methods of Discipline.

(A general discussion on this topic will be valuable.)

The Cigarette Evil.

How much can be accomplished by education? How much by legislation? What to do with the father who smokes.

Dental Hygiene and its Importance in Childhood.**The Emergency Medicine Cabinet.**

First aid to the injured an essential to the education of every mother and teacher.

Fresh Air and its Vital Importance.

The dangers of hot, dry or still air. The sleeping porch and the open fireplace.

Tuberculosis and its Causes, Especially as Affecting Children.

The First Six Years of Life.

Physical habits and their effect upon character. Training of conscience and reasoning power. Spiritual development.

From Six to Twelve.

Attitude toward school. Employment out of school. Play that includes folks at home. Home reading.

The Problems of Adolescence.

From the physical, social and moral standpoint. (Each of these is worthy a program.)

The School in the Home.

What and how much to teach young children. Montessorri. Winifred Stoner.

Home Study for the Grammar School Child.

When is it advisable? If necessary, how can it be made effective?

THE SCHOOL

The Public School in America.

Its history, aims and results.

The Schoolroom.

Its ventilation and equipment.

The School Playground and Equipment.**The Open Air School.****The Cycle System.****The Gary School Plan.****Industrial Education.**

Booker Washington's work at Tuskegee.

The Cooperative High School Plan of Fitchburg, Mass.**Text Books.**

What are we using? Are they the best? Are there too many of them? (A loan exhibit of old text books would be interesting.)

The Value of "Higher" Education.

The importance of the college trained citizen to the community. Cash value of education to the individual.

The Value of Latin as a Study.

(An interesting exhibit may be secured from Dr. McKinlay of the Lincoln High School.)

The School City.

Self government in school. How training in civics may be given.

Suitable Dress for the Schoolroom.

Effect of dress upon social grouping in the school.

Medical Inspection in the Schools.

The school nurse and her work.

Modern Languages in the Grades.**The Kindergarten as a Part of the Public School System.****School Expeditions.**

Their value. How the parents can cooperate in arranging them.

The Teacher's Problems.

(Let the teachers state some of them, calling upon the parents for help in definite ways.)

What May the Teacher Reasonably Expect and Demand**From the Parent?**

What may the parent reasonably expect and demand from the teacher? (Let a parent speak for the teacher's demand on the parent, and a teacher for the parent's.)

A Demonstration of Teaching Methods.

(Let a teacher conduct a class in reading, spelling, arithmetic, or any subject, explaining methods and their object.)

A Graded Meeting.

(Let the mothers meet in groups, according to the grades of their children, and discuss topics of interest under the leadership of the teacher if possible. Two or three rooms may unite.)

The Teacher's Luncheon.

(This is a social function rather than a subject. Let a committee of mothers prepare and serve a dainty lunch in some home near the school, to the teachers. There will be no time for formality or speechmaking, but the social effect is desirable.)

The Teacher's Program.

(Any program or entertainment may be prepared by the teachers for the pleasure of the parents, showing, perhaps, something of the school activities.)

Play and its Educational Value.

(A demonstration of games by a good playground instructor would be interesting.)

Story Telling to Children.

Stories all children should know. The mother as an original story teller. How the child may be interested in telling stories for himself.

The Value of the Bedtime Talk for Instruction and Guidance.

As a means for keeping child's confidence.

Use and Abuse of Motion Pictures.

The moving picture has educational value, but is not now in the hands of educators. Dangers of excessive indulgence. Dangers of permitting children to go unattended.

The Social Life of the Adolescent.

The vanishing chaperone. How early should boys and girls be permitted to "go together." The dance as a social activity in the high schools.

How the School May Assist in Developing a Sentiment for Peace.

History as a study of civilization and its progress, rather than a list of battles. What is true patriotism?

The School as a Factor in Civic Life.

Campaigns for cleanliness; fly extermination, etc. Parades, play festivals, pageants.

The School and the Fire Hazard.

Is your school safe? Is your fire drill effective?

The foregoing list is offered in the hope that it may prove suggestive and helpful. Some subjects may be found worthy of attention through several meetings. In other cases, several subjects may be combined on one program. We would urge the importance of discussion by the members. The imported speaker is sometimes a necessary evil, but can never take the place of the self expression of the association. Let your meetings be prompt, and never run over your time limit, an hour is enough. Remember that you are dealing with a truly democratic organization, including parents of all degrees of culture, wealth and training. You cannot suit each one every time, but try to suit each one some time. Above all things, be practical. A definite idea of how to do some one thing is better than an hour of flowery generalities.

Syracuse, N. Y.
PAT. JAN. 21, 1908

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